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ABSTRACT

A study tested the effectiveness of precision teaching through a summer pilot project involving four male students between the ages of 6 and 7, all of whom had demonstrated some difficulty with basic reading skills. The 6-week program concentrated on those skills most important to emergent readers, namely, phonic analysis, sight vocabulary and handwriting. More specifically, objectives for this practicum were for the students: (1) to be able to see and say 20 Preprimer Dolch words in one minute; (2) to say and mark the initial consonant sounds of 24 objects; (3) to write the alphabet upper and lower case; and (4) to increase fine motor skill by 50%. Precision teaching is a monitoring system that is used to measure human behavior; it measures learning and skill proficiency. It consists of three elements: direct measure of specific skills; direct measure of skills using time limits; and the use of continuous daily measure of pinpointed skills. A series of four activities were performed with the children, involving alphabet tiles, cards, word and picture matching and other such instruments. Results showed that students A and B made progress in all three pinpointed skills; students C and D made progress but still were in need of remedial help. In summary, it appears that precision teaching is an excellent tool for small group instruction. The students enjoyed the variety of activities available for practice and even liked being timed and charting their progress. (Contains 21 references and 28 appendixes of data and research materials.) (TB)

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ED 379 599

HELPING CHILDREN DEVELOP SKILLS IN PHONIC ANALYSIS, SIGHT VOCABULARY, AND HANDWRITING

by

Susan Rinder

A Practicum Report

Submitted to the Faculty of the Abraham S. Fischler Center for the Advancement of Education of Nova Southeastern University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

January, 1994

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Abstract

Helping Children Develop Skills in Phonic Analysis, Sight Vocabulary, and Handwriting
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Descriptors: Emergent Literacy/ Reading Readiness/ Phonic Analysis/ Initial Consonants/ Sight Words/ Sight Vocabulary/ Handwriting.

This practicum was designed to instruct and remediate three pinpointed emergent literacy skills to four kindergarten students. The first two objectives of this program were to increase the target group's ability to identify initial consonant sounds and sight vocabulary. The next two objectives were for the students to write the alphabet in the D'Nealian style and to increase their motor skills by 50%. Precision teaching was the method used. This method employed the use of practice activities, skill worksheets or probes, and daily one-minute timings. While the target group was not able to meet all of the objectives, each individual student showed marked improvement in all skill areas. Appendices included student profiles, task sheets, probes, charts and results.

Authorship Statement/Document Release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Susan Rinder
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Practicum Title Helping Children Develop Skills In Phonic Analysis, Sight Vocabulary, and handwriting

Student's Name Susan Rinder

Project Site Baudhuin Oral School Date 8-13-93

Observer's Name Mara Jobin (*please print*) Mara Jobin (*please sign*)

Observer's position Teacher Phone # 305-698-0341

Observer's comment on impact of the project (handwritten):

I observed Susan Rinder implement the objectives stated in this practicum during the Super Marks programs

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CHAPTER I

Background

The site of this practicum was a private, non-profit elementary school. This school is associated with a private university in the southeast area of the United States and specializes in educating the learning disabled student. This project was run by an administrator with the help of three assistants. The teachers included twelve classroom teachers, three computer teachers and two educational leadership students. There were fifty-five children enrolled in this program, their grade levels ranged from pre-kindergarten to eighth grade.

The population for this project was four male students between the ages of six and seven (Appendix A: 29). Each student had finished kindergarten and was expected to enter pre-first or first grade in the fall. These children came from middle to upper class backgrounds. Seventy-five percent of the students were Anglo-American and spoke English as the primary language, while twenty-five percent were Hispanic-American and spoke Spanish as the primary language. The entire group lived in the southeast section of this state. All the parents had finished high school and more than half had attended or had graduated from college. Their occupations were professional. During interviews and conferences each parent expressed great concern about their child's education and future.

All of the students had learning difficulties in kindergarten and

were recommended for special programs or extra help by their teachers. (Appendix B:31) Fifty percent had been enrolled in special programs prior to their enrollment in this project. Seventy-five percent had been given some type of psychological testing by independent doctors to help determine the cause of their learning difficulties (Appendix B:31). Based upon their performance in kindergarten, teacher recommendation, and the results of the psychological tests the four students were enrolled in this program to help prepare them for the coming school year. These students experienced difficulty with the basic skills needed to learn to read in a regular classroom setting. It was hoped that their participation in this project would help them gain the skills and confidence that would enable them to have a successful year in pre-first or first grade.

This writer began teaching in a small private school in 1981 as an art teacher and continued in that position for three years. This was followed by six years as a third grade teacher. For the past three years this writer was a private tutor working with students from kindergarten through high school but is now a fourth grade teacher in a private school. This writer is currently seeking a Master of Science degree in reading.

The four students in this program were all having trouble with reading readiness or emergent literacy skills. The dictionary defines literacy as the condition of being literate especially having the ability to read and write (American Heritage Dictionary, 1978). Educators may have a more complex task when defining literacy. It is suggested that literacy is continuous and may change as society changes. Chall (1990:303) says that literacy includes "a level of reading that is sufficient for the end of high school - a level which permits problem solving with the use of print."

Emergent literacy has been defined as a view of reading ability that begins early in life, before entering school (Durkin, 1989). Hall

(1987) describes it as a gradual process that over time helps facilitate the development of literacy. Whether developing a reading readiness program or a developmental reading program for a class, certain skills should be included. Drake (1990) suggests the use of an informal reading readiness inventory that tests specific skills. One skill included is the sound/symbol relationship where a child identifies a word that begins with a letter shown on a card. A second skill is an oral cloze using initial consonants. The child, using oral context and the first letter of a printed word, predicts an unknown word that begins with the beginning consonant shown on a card. Another skill tested is the instant recognition of high frequency words. McCormick (1987) also suggests that helping children develop and enlarge the number of words that children read on sight is essential to a developmental reading program.

Handwriting is another important skill for emergent readers. Writing the letters of the alphabet is part of letter recognition. Students must be able to form their letters and write legibly in order to communicate their understanding of what they read using the written word (Reis, 1989).

This practicum addressed the problem faced by four students, who, based upon tests, school performance and interviews showed a common need for remedial instruction in three pinpointed skills: phonic analysis focusing on initial consonant sounds, sight word vocabulary and handwriting.

All four students were given the Metropolitan Achievement Test (MAT6), Primer Form L (Spring). In addition, the four students were asked to give a handwriting sample. First, they wrote the alphabet on their own, then this writer dictated several letters of the alphabet for the students to write down. Although much of the MAT6 test was meant to be completed independently, all four students needed to have the entire test read to them. With the extra help given none of the students was able to complete the entire test. The MAT6 test was

given to each student on an individual basis during the week of June 21, 1993. This test is age and grade level appropriate as all four students had completed kindergarten. All of the students tested on the kindergarten level for most skills (Appendix C:33).

The norm scores for this test show that in reading comprehension a score of 24-32 indicates a Preprimer two reading level, 50 % of the students tested at that level. A score of 15-23 shows a Preprimer one level, 50 % of the students scored at that level. The Total Testing raw scores list 126-137 as a grade equivalent of 1.0. One hundred percent of the students scored a 100 or lower indicating that they were performing on a level lower than would be expected for students entering pre-first or first grade.

In the three pinpointed skills the results showed that all four students scored low enough to indicate a need for remedial help. Student A scored K.8 for visual discrimination, could not do the phoneme/grapheme consonant test, K.5 for sight words, 1.2 for letter recognition, but had poor letter formation on a handwriting sample. Student B scored at 1.0 for visual discrimination, K.7 for auditory discrimination, could not do the phoneme/grapheme test, K.7 for sight words, K.9 for letter recognition, and fair on the handwriting sample.

Student C scored K.8 in visual discrimination, could not do the auditory discrimination or the phoneme/grapheme tests, K.4 in sight words, K.9 in letter recognition and poor in handwriting. Student D scored a K.7 for visual discrimination, could not do the auditory discrimination, phoneme/grapheme consonant or sight word tests, 1.2 for letter recognition and poor in handwriting. It is this writer's belief that some of the scores would have been considerably lower had this writer not read the entire test to the students.

The purpose of this practicum was to prepare these students to learn to read by helping them improve the needed reading skills. Since their scores indicated a performance level below first grade it was the

opinion of this writer to focus this program on emergent literacy skills. The skills chosen for this project were sight word vocabulary, phonic analysis and handwriting. Test scores for the individual skills showed that these students scored below what would be expected of them given their age and completed schooling. While these skills are deemed important in a reading readiness program, the MAT6 results also indicated that these skills are considered either important or very important for the instructional reading levels of Preprimer one and Preprimer two achieved by these students.

The objectives of this practicum were:

1. Objective: After six weeks of precision teaching, four kindergarten students will see and say twenty Preprimer I Dolch words in one minute with 100 % accuracy. This was measured by comparing pre and post test scores.
2. Objective: After six weeks of precision teaching, four kindergarten students will say and mark the initial consonant sounds of twenty-four objects with 100 % accuracy. This was measured by comparing pre and post test scores.
3. Objective: After six weeks of precision teaching, four kindergarten students will write the alphabet, upper and lower case in the D'Nealian style. This was measured by comparing pre and post test scores.
4. Objective: After six weeks of instruction, four kindergarten students will increase their level of performance of fine motor skill by 50%. This was measured by comparing pre and post test scores.

CHAPTER II

Research

The term emerging literacy can be defined as a child's early interest and abilities in reading and writing. These skills start to evolve even before formal teaching begins (Hildebrand and Bader, 1992). There are many factors that affect the development of emergent literacy such as age, I.Q., socio-economic status and background experience. Factors such as these have little to do with school instruction, however, some readiness skills can and should be part of a curriculum designed for emergent readers (Palardy, 1991).

Palardy (1991) suggests that teachers often bypass important readiness skills in favor of formal reading instruction regardless of maturity or readiness. This lack of readiness training can produce children who have difficulty in reading ability. For example, children who have trouble with phonics may have a deficiency in auditory discrimination or the ability to hear likeness or differences in sounds.

Deficiencies in visual discrimination and visual memory may hinder a child's sight vocabulary development. Visual discrimination is the ability to see the differences and likenesses in pictures, letters and words. Visual memory is the ability to remember what has been seen. According to Palardy (1991), these skills are essential to successful reading development. As most teachers can attest, proficient phonics

ability and a large and growing sight vocabulary are vital to formal reading instruction.

Drake (1990) suggests assessing a child's pre-reading or readiness skills with the use of an informal reading readiness inventory. There area five specific prereading skills on the inventory: oral cloze, oral cloze with initial consonant, sound/symbol relationships, knowledge of letter names, and instant recognition of high frequency words. The use of this inventory can help assess a child's strengths and weaknesses at beginning levels of instruction as well as help determine if current teaching strategies are working. Other assessment tools should include wordless books, dictated stories, pre-writing tests and other measurements that show the student's awareness of print. Of the skills that are considered important for reading readiness this practicum found phonemic awareness with an emphasis on initial consonant sounds and developing a strong sight vocabulary. This writer will also address the related skills of letter recognition and handwriting.

Phonemic awareness is the understanding that the spoken word is a sequence of sounds (Spector, 1992). Research shows that phonemic awareness is an important skill in learning to read and write. Children who lack this skill often have reading problems (Treiman and Weatherston, 1992) and experience less success in reading than children who can correctly perform phonemic awareness tasks. It is important for students to understand that letters stand for sounds and when the sounds are put together they form words (Spector, 1992).

According to Torgesen, Morgan and Davis (1992) phonologically analysis and phonological synthesis skills are necessary when learning to read. Phonological analysis is the ability to identify individual phonemes in words. An example would be the ability to identify several words that begin with the same sound as a target word, to isolate the initial consonant sound. Phonological synthesis or sound blending is the skill to put together a string of isolated phonemes into a word. Research shows that children do better learning to read new

words when they are given training in both analysis and synthesis (Torgesen, Morgan and Davis, 1992).

Students who lack this phonemic awareness at an early age can be taught this skill. It is best to start with the easier tasks first. Trieman and Weatherston's (1992) research chose to focus on initial consonants for several reasons. First it is one of the easiest skills that children can learn. Second, their research recommended this skill be the first one taught in segmentation training, and finally, it is probably the most common phonological awareness task and widely used in American schools. Their study sought to show how the linguistic structure of a word affects children's ability to isolate initial consonants.

Their findings show that pre-schoolers and kindergartners performed initial isolation tasks better on words without initial consonant clusters. Children had more trouble isolating the initial consonant when it was part of a cluster. They also had greater difficulty trying to isolate the initial consonant of a long word as opposed to a short word. Their research suggests that teaching initial consonant sounds should proceed from short words to long words and from words without initial consonant clusters to words with initial clusters (Trieman and Weatherston, 1992).

Spector's (1992) research indicated that using dynamic assessment or instructional prompts and cues is a good predictor of reading ability and progress. It can also be helpful in determining an appropriate teaching method to develop phonemic awareness.

As phonemic awareness is an essential prereading skill the best approach seems to be to teach the easiest skills first gradually moving to harder elements. Isolating and recognizing initial consonant sounds on short words followed by initial consonant clusters and longer words appears to be the appropriate sequence. Dynamic assessments such as prompts, cues, modeling or changing the format of instruction can also be useful when developing phonics instruction.

Sight words are words that the reader recognizes instantly. Good readers have a large and growing sight vocabulary. They do not have to stop to analyze every word, thereby allowing them to read fluently and concentrate on comprehending the material (McCormick, 1987).

Sight words are important when the reader encounters an unknown word. By using context clues the reader can try to figure out the unknown word, but only if the student can identify the surrounding words. Sight vocabulary is also important in recognizing irregular words or words that do not conform to the standard rules of spelling. These words cannot be sounded out and students must learn and memorize their pronunciation. (McCormick, 1987).

There is much research on the most effective ways to teach sight words. Simms and Falcon (1987) propose using input organization to help learning-disabled children develop strategies to increase their sight vocabulary. Input organization is a method that reorganizes information into small related units. By introducing words through categories instead of graded word lists made it easier for beginning readers to make these words part of their sight vocabulary. Word lists were divided into categories such as action words, where words and number words. Categorizing words, introducing and discussing them in small manageable units made them meaningful to the students and also facilitated learning.

Bridge, Winograd and Haley (1983) suggest the use of predictable or patterned books is more effective to teach sight vocabulary than traditional preprimers. While preprimers use controlled words over and over, it results in unnatural language that has little use or meaning for the student. Pattern books, by using repetitive language, provide students the opportunities to predict the next word or line and to make these words part of their sight vocabulary that can be used in other context. Pattern books are often based on familiar categories such as days, numbers, colors, animals and food which can facilitate the organization of related topics and vocabulary.

Rudolph, Wood and Miller-Wood (1990) favor the use of familiar nursery rhymes to teach basic sight words to kindergartners who are mildly handicapped. While this method proved effective for this research, the authors also suggest that using nursery rhymes could become an effective part of regular classroom instruction. Whatever methods are chosen for sight word instruction it is an important reading skill to learn because it increases fluency and aids in comprehension.

Handwriting is a basic skill needed for writing thereby making it an important skill for the acquisition of literacy (Farris, 1991). According to Farris (1991) and Reis (1989), poor handwriting can lead to lower grades from teachers regardless of the quality of the student's work.

In order that children be taught correct letter formation, Farris (1991) argues that formal direct instruction of handwriting is preferable over incidental instruction. Children should be formally taught correct letter formation techniques such as slant, size and alignment rather than be left to acquire them on their own. Direct instruction emphasizes separate periods of uniform instruction, practice and student evaluation of their own handwriting.

Handwriting instruction should begin in early childhood education. Children who have handwriting problems should be remediated as early as possible (Williams and Morea, 1991). When introducing a new letter to young children it is best for the instructor to focus on the single letter being taught rather than compare it to other letters already learned. This may help prevent confusion about letter formation. A good idea is to discuss the relation of the letter to its sound, form and graphic features (Meulenbrock and Van Galen, 1990).

If handwriting instruction and remediation is best started at and early age, there are some important factors to consider. Manning's (1988) research concerned the type of paper and instrument used, whether it is best to copy or trace and the ways to evaluate handwriting.

He concluded that, although there are conflicting opinions, using a particular writing instrument is not warranted; however, using wide-lined paper for kindergarten and first grade students is preferable. As to the question of copying or tracing, Manning believes that copying is the best procedure. Children who learned by copying had greater accuracy with letter formation than those who learned by tracing. However, Bing (1988) states that when remediating handwriting skills, it is beneficial to allow the student to trace either whole words or letters.

When evaluating handwriting samples, Manning (1988) stresses using objective evaluation scales, such as publisher's models over teacher preferences and subjectivity. Williams and Mores (1991) even suggest training teachers to evaluate handwriting with formal assessment scales. It was also recommended that children learn to evaluate their own handwriting using transparent overlays of acceptable handwriting. As mentioned before, Farris (1991) supports the idea that, after instruction and practice, students learn to self-evaluate their work.

Some methods that may help students improve their handwriting include teaching proper posture, grip and paper position. Keep a model of the alphabet on the student's desk, allow the child to trace letters and have short periods of instruction one or more times a day (Bing, 1988). Reis' (1989) article on improving the handwriting of children with learning disabilities suggests that to improve fluency the student first copy a sentence taking as much time as needed. Then the student is timed for three minutes while copying the sentence as many times as possible. A first grader should write about twenty-five letters per minute. Compare the two samples, help correct illegible letters and continue with the three minute timings. Graph the number of correctly formed letters on a daily chart to keep the student aware of the progress that was made. It is also recommended that the teacher help the student develop self-instructional techniques. First, the teacher

models writing a letter while describing how it is formed. The child then describes the same entire process, after which the student traces the teacher's model. Then student and teacher evaluate the letter with the teacher modeling self-correction and reinforcement techniques. Finally, the student writes the letter from memory and evaluates the work.

In conclusion, teaching reading readiness skills to emergent readers is essential for future success in formal reading instruction. This writer believes that the research shows that teaching skills such as initial consonant sounds, instant word recognition and legible handwriting are important to a successful readiness program.

CHAPTER III

Implementation

Prior to the start of the summer program this writer attended three two-hour inservice meetings. At the first meeting the administrator gave an overview of precision teaching followed by a pre-test that was administered to the teaching staff. The second meeting focused on precision teaching methods including hands on practice with task sheets (Appendix D:35) and charts (Appendix E:37) . Teachers were also introduced to the MAT6 test and the procedures used to administer the test. The final inservice meeting covered the MAT6 test scoring and the assignment of students to the teachers. Teachers were also assigned to a one-hour observation of a class in progress to observe precision teaching in practice.

This writer made contact with the parents of assigned students by phone. The phone conference provided information on the student's background, family life, school performance and the parents' hopes and expectations for this program. Times were set up for the MAT6 test, three 2-hour sessions for each student.

Assessment of each student was compiled from psychological profiles, parent conferences, student interviews, the MAT6 Primer test and a student interest inventory (Appendix F: 39). From this

information and the results of the MAT6 test three common objectives for the four students were pinpointed. With the help of the administrator appropriate probes and activities were designed.

This writer met with the target group five days a week for three hours each session. The instructional time lasted six weeks for the purpose of remediating initial consonant sounds, sight word vocabulary and handwriting. For this program the precision teaching method was used for instruction and evaluation.

Precision teaching is a monitoring system that is used to measure human behavior, it essentially measures learning and skill proficiency. There are three elements to precision teaching. First, it is a direct measure of specific skills. Second, it uses a continuous daily measure (probe) of the pinpointed skills. This daily evaluation can help teachers target students who are failing or who might fail and make the appropriate instructional changes needed for these students. Finally, it employs a time factor or frequency of response. It is not only important to perform skills accurately but to be accurate within specific, set time limits. If a student performs a set of tasks correctly, a way to show improvement is to change or shorten the frequency of response. The information provided by precision teaching can help determine, for a specific skill, which students need instruction, which need practice and which can move on to another skill (Precision Teaching Training Manual, 1992).

The frequency of response is usually one minute. A base line score (pretest) was found by timing the student's performance on an activity worksheet (probe) on the first day of instruction. The number of correct responses and the number of errors are recorded on a logarithmic chart by the student. Every day the students engaged in several activities to practice the pinpointed skills, then they were timed. Their scores were charted and they set goals for the following day. Changes in practice activities and probes were initiated by this teacher when appropriate.

To work on improving initial consonant recognition, the target group was given a series of four activities. The first activity introduced used a stepboard consisting of twenty-six alphabet tiles. The initial consonant pack has a picture on each tile and the spelling of the word minus the initial consonant. The student said the name of the picture and matched the correct initial letter. Only the correct letter would fit into the word tile.

The next activity was bull's eye consonant. This series of cards has a picture at the top of each card. On the bottom are three holes, each with a consonant. The student chose the beginning consonant that corresponded to the picture and stuck a finger through that hole. The correct choice has a bull's eye drawn around the hole. If the student made the correct choice their finger formed a full bull's eye. This was a self-correcting activity because the child could see the correct answer immediately.

The third and fourth activities were game activities rather than rote practice. Professor Purple is a game where the student matched a word and picture with its initial consonant using a plastic purple animal. Matching disks were inserted into the back and front. The children used a lever to reveal the correct answer and to move the disk to the next picture. Charlie is an electronic game that gives the students practice in a variety of skills including initial consonants. A card was placed in the slot. The student chooses an answer by placing a plastic probe into one of the four holes in the card. If the answer was correct "Charlie" lit up and made a series of sounds. The four activities described were assigned to each student on a rotating basis, two activities each day.

After practice of about thirty minutes each student was called up to the desk for evaluation. Evaluation was done daily using an activity probe. This probe was a worksheet with twenty-four pictures on it. Each picture had three letters under it (Appendix G:41). The students were instructed to name the picture and circle the beginning

consonant. The students were timed for one minute. Evaluation continued with a review of the students' responses, the students recorded their responses on the charts, discussed their results and progress with this teacher and set goals for the next day. After the first week the students did their timings on a clear plastic overlay over the probe. This procedure was followed for the entire six weeks. The students did their final timing directly onto the probe.

For instruction in sight vocabulary the students were given a list of the Dolch Preprimer I word list (Orange County Public Schools) (Appendix H:43). After a base line score was obtained through an initial one minute timing and charted by the students, the main list was divided into small groups of seven words for two of the students. A new teacher-made probe was introduced for these two students (Appendix I:45). Practice activities included teacher-made flash cards to be used individually or in pairs. These students practiced these words on their own or tested a partner. The stepboard was used with word tiles. Each tile had a picture and the student had to spell the whole word using the letter tiles. The next activity was sight word Bingo. Teacher-made bingo cards with all twenty Dolch words were used (Appendix J:47). The students were given an oral context clue for a word chosen from the word list. For example, the clue for the word "me" was: if it is not you then it is _____ . When the students identified the correct word it was written on the board. The game was played three or four times giving everyone a chance to win. Professor Purple and Charlie were also used by the students for sight vocabulary practice.

The students practiced their sight vocabulary from thirty to forty-five minutes each day. Each student did a daily one minute timing and charted their responses. The students discussed their results with this teacher, they corrected their errors and set goals for the next day. These activities were used for the entire six week session.

The initial baseline probe for handwriting was a teacher-made alphabet worksheet in the D'Nealian style, upper and lower case (Appendix K:49). The students traced as many letters as possible in one minute and recorded their scores on their daily chart. There were four activities assigned for handwriting practice. The first was teacher modeled. Students copied several letters that were written on the board, two or three times each. First grade paper was used. The second, used to practice letter recognition, was a group activity using alphabet flash cards. The students were shown a letter, asked to name it, say the sound and identify the picture. The next activity had the students tracing the letters of the alphabet and then writing them on their own. They used ABC wipe off cards. Finally, the students practiced their letter formation with a roll and write game. This method used plastic indented letters and a metal ball bearing. The students placed the ball at the starting point of the letter (an arrow), the ball rolled through the letter showing the correct formation. The students then traced on the plastic letter with their fingers following the path of the ball. Practice with these activities lasted about thirty to forty minutes.

For this evaluation, the students traced as many letters, upper and lower case, as they could in one minute. They used the original probe that was used to get the base line score. At the start of the second week the students were timed on a new probe (Appendix L:51). The letters A-H, upper and lower case, were traced and then the students wrote the letters on their own.

By the third week the students were copying letters from the board on their own. From a series of letters on the board they wrote as many as they could in one minute. The students evaluated their own handwriting, determining which letters were formed correctly or incorrectly. They rewrote the letters they felt were incorrect. The students were evaluated with this probe for the remainder of the six week session.

Instruction time started at 9:00 a. m. each day (Appendix M:53). Each student had a daily task sheet that was color and picture coded with activities and timings listed. A new task sheet was made each day (Appendix N:55). Activities were alternated among the students so that each student had activities scheduled at different times each day. By the end of the first week the students were able to read their own task sheets by recognizing the picture symbols and the color coded probes for their timings. After each activity and timing the students checked off the appropriate box on their task sheet. By reading and marking off each completed activity the students were given a certain amount of independence and responsibility for their education as well as a feeling of accomplishment.

At 10:15 each day the students had a fifteen minute snack break. At 11:45 individual activities and timings ended. During the last fifteen minutes students chose, as a group, a sentence describing something interesting that happened that day. This was written on the board and put together into a newsletter that was sent home on Friday (Appendix O:57). This teacher then read aloud to the students for the final ten minutes. Students were dismissed at 12:00 p. m.

CHAPTER IV

Results

The objectives of this practicum were to remediate three pinpointed reading readiness skills common to the target group: phonic analysis with an emphasis on initial consonant sounds, sight word vocabulary and handwriting.

For phonic analysis, student A had an initial base line score of six letters identified correctly and two errors. At the end of the six weeks of instruction this student was able to identify twenty-three objects and mark their initial consonants without any errors (Appendix P:59). Student B started out with a score of nine correct responses and one error. In six weeks student B was able to correctly identify all twenty-four objects and their initial consonants in one minute. Student B did so well that this teacher had that student identify the initial consonant of several objects around the room as a follow up activity in addition to regular activities.

Student C had a base line score of two correct responses and four errors. This student improved slowly and steadily with a final score of seventeen correct and one error. Student D attempted twelve responses on the first day and came out even with six correct and six errors. By the end student D had twenty correct responses and two errors.

Reading sight word vocabulary was an exciting activity for the four students, they all attempted to read as many words as they could on the first day and the entire group made significant improvement

over the six weeks of instruction. The students showed great enthusiasm over any improvement in the daily scores, no matter how small it was.

Student A started with five correct responses and twelve errors and ended with forty-eight correct responses and zero errors. Student B had an initial score of seven correct and six incorrect responses. The final score was thirty-five correct and four errors (Appendix Q:61). Student C had a base line score of three correct and seventeen wrong. At the end of six weeks student C was able to read thirty-seven words in one minute without any errors. Student D had the most dramatic results starting out with two correct responses and twenty-eight errors. Student D's final attempt to read forty-nine words in one minute without any errors was successful (Appendix R:63).

The handwriting results were judged by the teacher and the student for correct formation, size and placement within the lines. On the first day student A was able to trace four letters in one minute. At the end this student wrote ten dictated letters in one minute, seven of them were correctly formed. Student B started out tracing ten letters correctly with three errors and finished with a score of sixteen correctly written letters. Student C began with a base line score of one letter correctly traced and two errors. After six weeks student C was able to write nine letters correctly and one error (Appendix S:65). Student D had a beginning score of three correct and two errors. The final score for this student was fifteen correct responses and one error.

In summary, the target group showed improvement in all areas. Student A had a dramatic improvement in phonic awareness and sight word vocabulary. There was only a slight improvement in handwriting. Student B had a slightly less dramatic improvement in all three skills. Student C showed a small increase in phonic awareness and had a significant gain in sight word vocabulary and handwriting.

Student D also improved in all three skills with the most significant improvement in sight word vocabulary.

Below is a description of the results of each objective. The first objective was for sight word vocabulary. One hundred per cent of the students were able to recognize and say all twenty Dolch words in one minute (Appendix T:67). The target group showed the greatest improvement with this skill.

The second objective for phonic analysis was met only by student B who was able to recognize twenty-four initial consonant sounds and letters. Students A and D came close with scores of twenty-three and twenty respectively. Student C scored the lowest with seventeen (Appendix U:69).

The third objective was for the students to write the alphabet in the D'Nealean style. While 100% of the students were able to meet this objective, the results varied greatly from as little as seven letters per minute to as much as sixteen in a minute. Finally, the fourth objective, to improve the target group's motor skills by 50%, was met by three of the four students. Student D improved by 25%, while students A, B and C improved by 50% or more (Appendix V:71)

CHAPTER V

Recommendations

The use of precision teaching to remediate the target group of this project appeared to be a successful strategy. During parent conferences at the end of the six week session this writer gave a complete summary of their child's progress and made recommendations for continued improvement.

Student A made progress in all three pinpointed skills (Appendix W:73). It was the opinion of this writer that student A should focus on reading and handwriting skills at home. It was recommended that there should be time set aside each day for handwriting practice and quiet shared reading time between parent and child. student A was expected to enter pre-first in the fall and this writer believes it will be a successful year for this student.

Student B progressed in all skill areas and was able to master the phonic analysis probe (Appendix X:75) Student B was encouraged to read and write at home as much as possible to reinforce the work done in school as well as the work done in this program. Student B was excited about learning to read and entering first grade. This teacher recommended that this student be exposed to a variety of easy read books at home and be given the opportunity to read and to be read to.

Student C made some progress in all of the skills but it was slow and less dramatic than others in the target group (Appendix Y:77). It was recommended to the parents that more practice is needed to

improve handwriting and to develop letter-sound correspondence. Student C was recommended for further remediation in reading readiness skills either through continuation in this program or in another after school program. This writer expressed concern to the parents that student C may have some difficulties in first grade, especially in the areas of phonics and handwriting.

Student D also needed continued remediation in initial consonant recognition and handwriting (Appendix Z:79). This student reversed several letters, even when copying, and it was recommended that further practice was needed at home. It was particularly important that handwriting practice be monitored so that reversals could be corrected immediately. It was also recommended that oral reading skills could be further increased by introducing new sight word vocabulary and setting a time for daily reading with parents (Appendix AA:81).

This writer found the use of precision teaching to be an effective method of instruction for this small group of students. It would have been helpful to see if the students could apply what they learned to other areas. For instance, practice with a Preprimer I reader could have helped this writer determine if the students were able to use the sight words they learned and their skills with initial consonants to start reading books.

In summary, this writer believes that the precision teaching method is an excellent tool for small group instruction. The students enjoyed the variety of activities available for practice and even liked being timed and charting their progress. It was gratifying to see the excitement when a student beat a previous day's score. This writer sees implications for use of precision teaching in other areas besides academic skills, such as, following directions, staying on task and working independently. Finally, this writer would recommend precision teaching to any instructor who needs to remediate specific skills or who works with small groups of children.

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Appendices

Appendix A: Student Profile

Appendix A: Student Profile

	AGE	SEX	ETHNIC ORIGIN	PRIMARY LANGUAGE	SOCIO-ECONOMIC STATUS	PARENT'S MARITAL STATUS	SIBLINGS	GRADE COMPLETED	GRADE ENTERING						
Student A	6	M	Anglo AMER	E	Upper	S	B	K	P.F.						
Student B	7	M	Hispanic AMER	S	Middle	T	B/S	2 years K	F						
Student C	6	M	Anglo AMER	E	Middle	T	S	K	F						
Student D	6	M	Anglo AMER	E	Upper	S		K	F						

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Appendix B: Psychological Tests

Appendix B: Psychological Tests

	Student A	Student B	Student C	Student D	
Weschler Pre-School and Primary Scale of Intelligence	✓				
Woodcock Johnson Psychoeducational Battery	✓	✓			
Learning Efficiency Test	✓				
Children's Apperception Test	✓				
McCarthy Scales of Children's Abilities				✓	
Bracken Basic Concept Skills				✓	

Appendix C: MAT6 Results

Appendix C: MAT6 Results

	Visual Discrimination	Letter Recognition	Auditory Discrimination	Sight Vocabulary	Phoneme/Grapheme Consonants	Vocabulary in Content	Reading Comprehension	Total Reading Battery	Written Alphabet	Verbal Alphabet	Instructional Reading Level Raw Score	Instructional Reading Level Grade Equivalent			
Student A	K.8	1.2	K.4	K.5			1.2	82	Poor	Poor	27	PP2			
Student B	1.0	K.9	K.7	K.7		K.8	1.2	100	Fair	Good	27	PP2			
Student C	K.8	K.9		K.4			K.8	66	Poor	Poor	20	PP1			
Student D	K.7	1.2					1.0	63	Poor	Poor	23	PP1			

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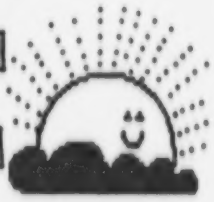
Appendix D. Task Sheet

Appendix D: Task Sheet

TODAY-TODAY- TODAY

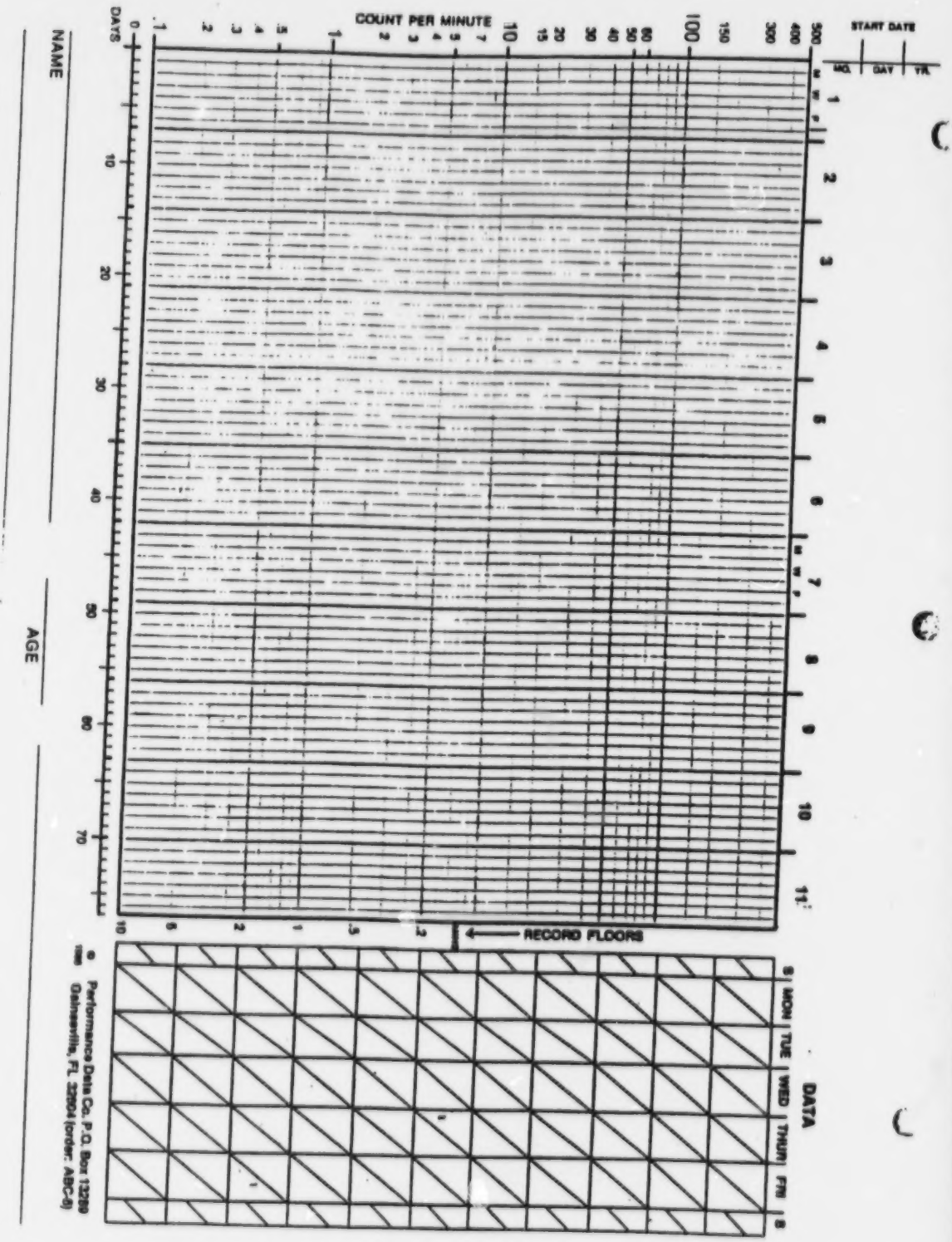
Name:_____ Date:_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Appendix E: Frequency Chart

Appendix A: Frequency Chart



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Appendix F: Interest Inventory

THE REINFORCEMENT /INTEREST INVENTORY

The Reinforcement / Interest Inventory is designed to facilitate the acquisition of necessary learner information that cannot be obtained through the use of formal assessment instruments. It is designed to help identify what the learner regards as rewarding (reinforcing) and aversive (unpleasant). The identification and use of appropriate rewards and aversive stimuli aid in systematic behavior modification and in diagnostic prescriptive teaching and programming. The inventory is simple to administer for the purpose of finding out students' likes and dislikes to increase the likelihood of prescriptive teaching success.

Name _____ Date 6/23/93

1. My three wishes bigger boy
   Karate
   didn't cry when I fell

2. What I'd like to learn more about in school Coloring

3. What I dislike most at school time out

4. What I don't care to study about _____

5. When I have free time outside of school, I like to play

6. I like to read about Dinosaurs

7. My hobbies or favorite activities are shells

8. My favorite grownup (adult) is Mom
   ,I like to do with him (her) Toy-R-Us

9. The best reward anyone can give to me is stickers

10. When I grow up I want to be ~~A~~ Anthropologist

Appendix G: Inital Consonant Probe

See Picture - Mark Initial Consonant

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Appendix H: Dolch Preprimer I

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ORANGE COUNTY PUBLIC SCHOOLS
PRECISION TEACHING PROJECT
ORLANDO, FLORIDA

Dolch Preprimer
Unit 1

run	big	to	look	we	three	me	a	can	9
down	and	help	my	away	for	it	one	in	18
said	here	we	to	look	in	for	big	my	27
and	one	it	me	away	run	here	said	can	36
three	help	down	a	for	we	my	and	look	45
one	can	help	to	run	me	three	it	down	54
away	here	big	in	to	said	we	look	three	63
run	for	can	one	down	my	said	big	it	72
a	away	me	and	help	in	here	a	said	81
to	look	for	big	we	and	a	it	three	90
away	in	one	my	run	can	me	help	here	99
down	three	run	look	down	away	help	and	me	108
we	to	here	one	my	in	can	it	big	117

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Appendix I: Teacher Made Dolch List Probe

it for my me a three one

for my me a three one it

my me a three one it for

me a three one it for my

a three one it for my me

three one it for my me a

one it for my me a three

Permission to photocopy this page granted to purchaser of Learning Links Phonics

Appendix J: Teacher Made Bingo Activity Sheet

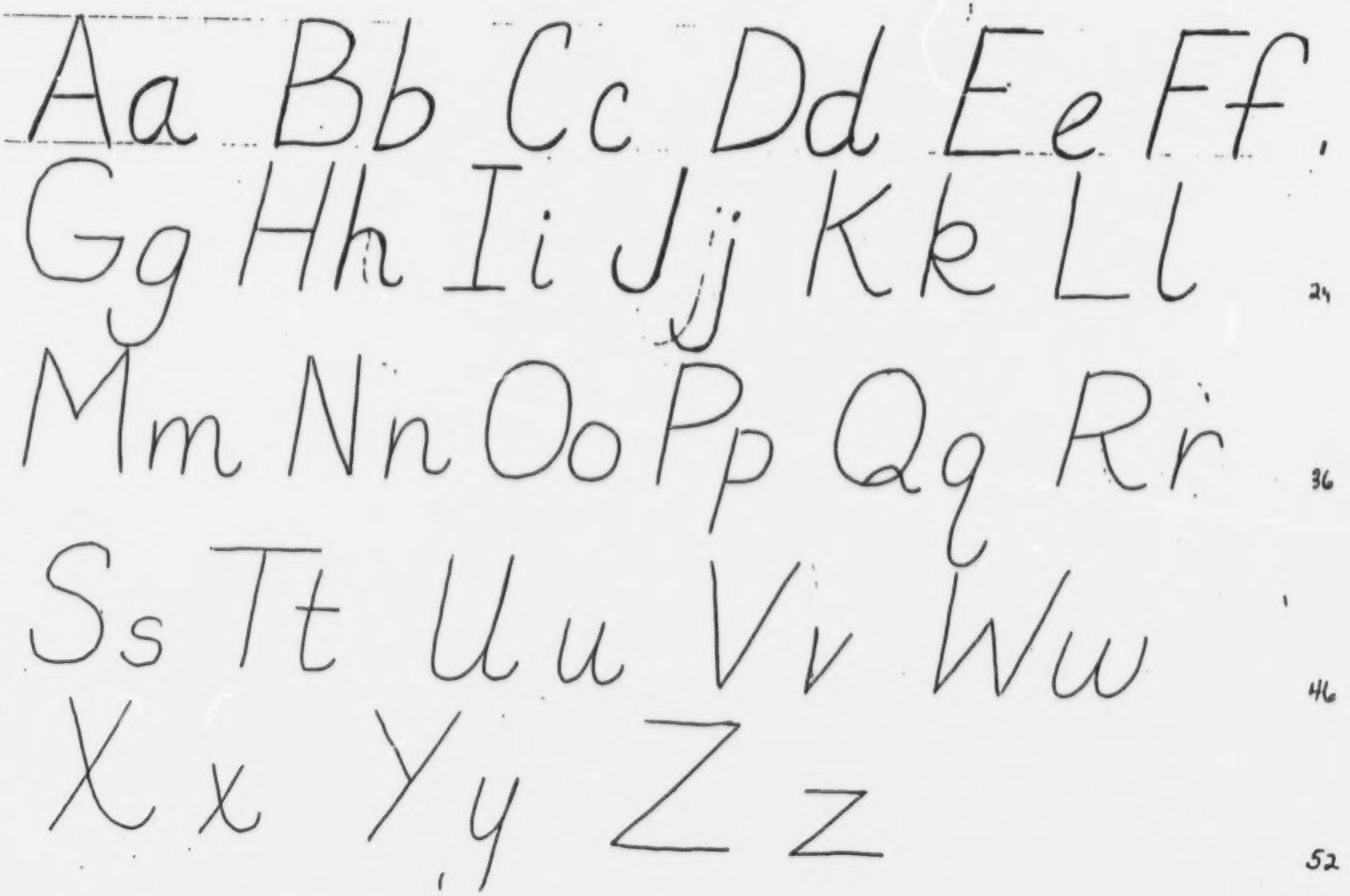
Appendix J: Teacher Made Bingo Activity Sheet

BINGO

said	to	me	three	we
help	it	and	it	one
here	said	FREE	a	down
away	run	for	my	and
we	look	a	big	can

Appendix K: Teacher Made Alphabet Probe

See-Trace Alphabet



Appendix L: Teacher Made Alphabet Probe

See-Trace-Write
Alphabet

A_ a_ B_ b_ 4

C_ c_ D_ d_ 8

E_ e_ F_ f_ 12

G_ g_ H_ h_ 16

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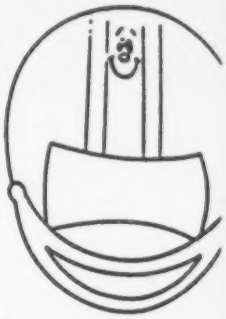
Appendix M: Daily Schedule

Things to do Today



for Daily Schedule

Date _____

1. 8:30-Teachers arrive
2. 9:00- Students arrive, class begins
3. 9:00-10:15 - Student activities and timings
4. 10:15-10:30 - Snack break
5. 10:30 - 11:45 - Student activities and
6. timings.
7. 11:45-12:00 - Newsletter entry and
8. story time.
9. 12:00 - Dismissal
10. _____

Super!

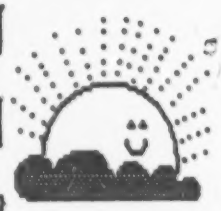
Appendix N: Student Task Sheet

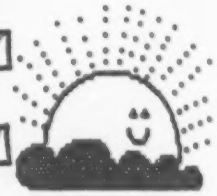
Appendix N: Student Task Sheet

TODAY-TODAY- TODAY

Name: Student C **Date:** 8/2 Monday

1. Bull's Eye Mixed
2. See trace numbers
3. Step board - Consonants ABC
4. Bull's Eye - Consonants
5. See picture - match initial consonant
6. Roll and Write R+W
7. Practice handwriting ABC
8. Hear-write alphabet
9. Practice sight words
10. See-saw Dolch PP1





Appendix O: Newsletter

Newsletter Room 154 7/12-7/16

M: Today we read "Big Pets."

T: Today we played with Roll and Write.

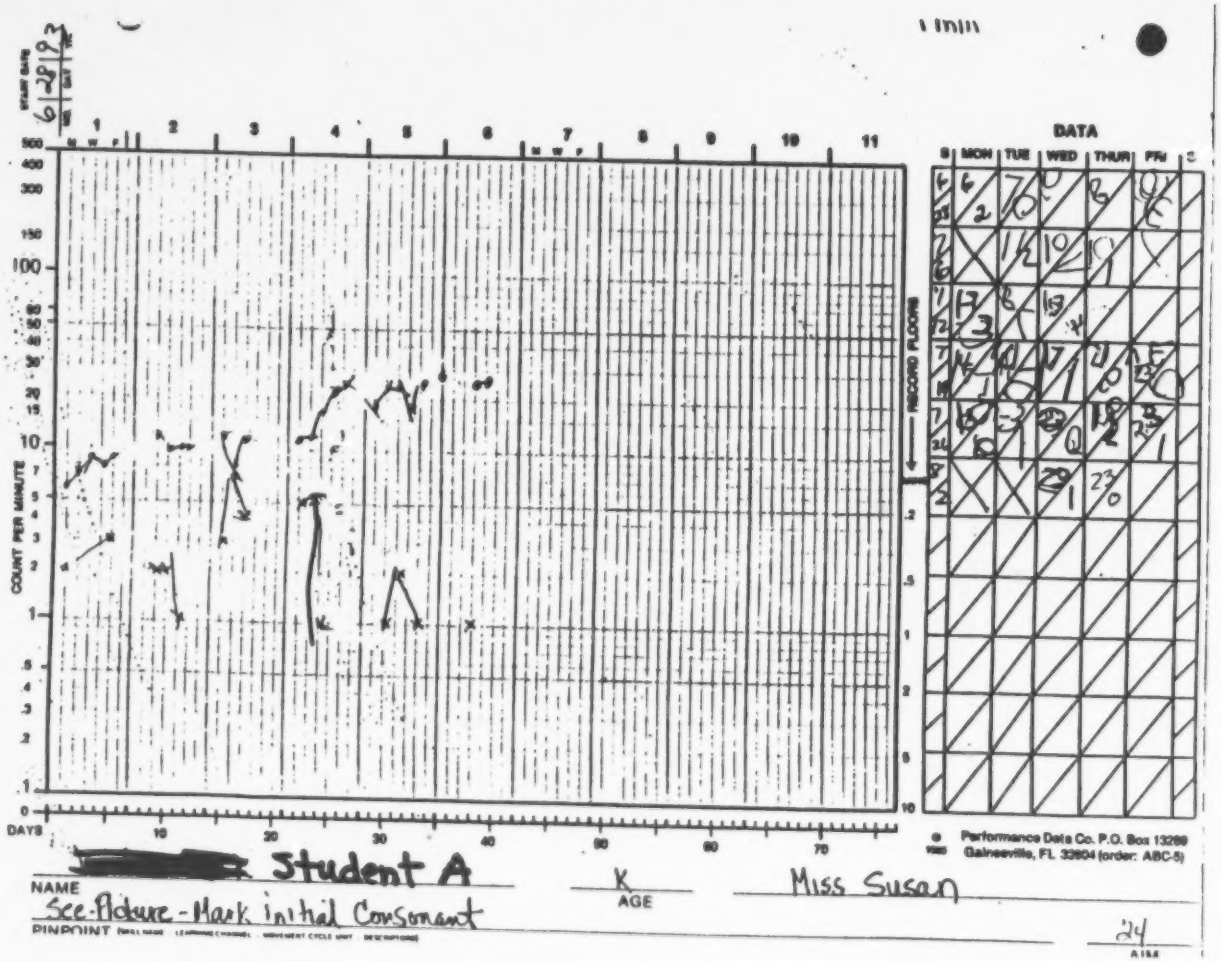
W: Today was very rainy.

Th: Today we sorted rhyming words.

F: Today we met Bugs Bunny and frieids

Appendix P: Chart: Student A - Inital Consonants

Appendix P: Chart: Student A - Initial Consonants



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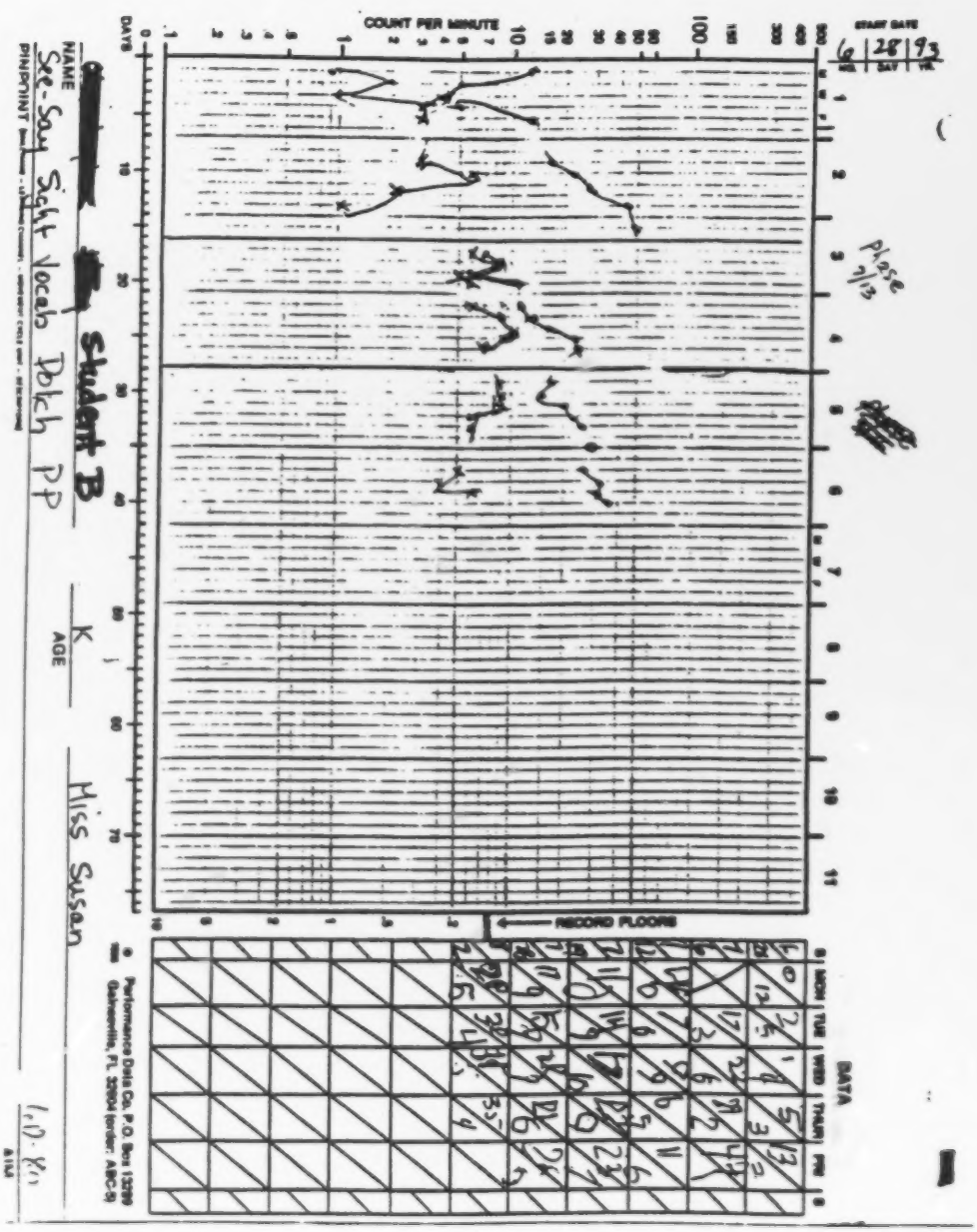
Appendix Q: Chart: Student B - Sight Vocabulary

Appendix Q: Chart: Student B - Sight Vocabulary



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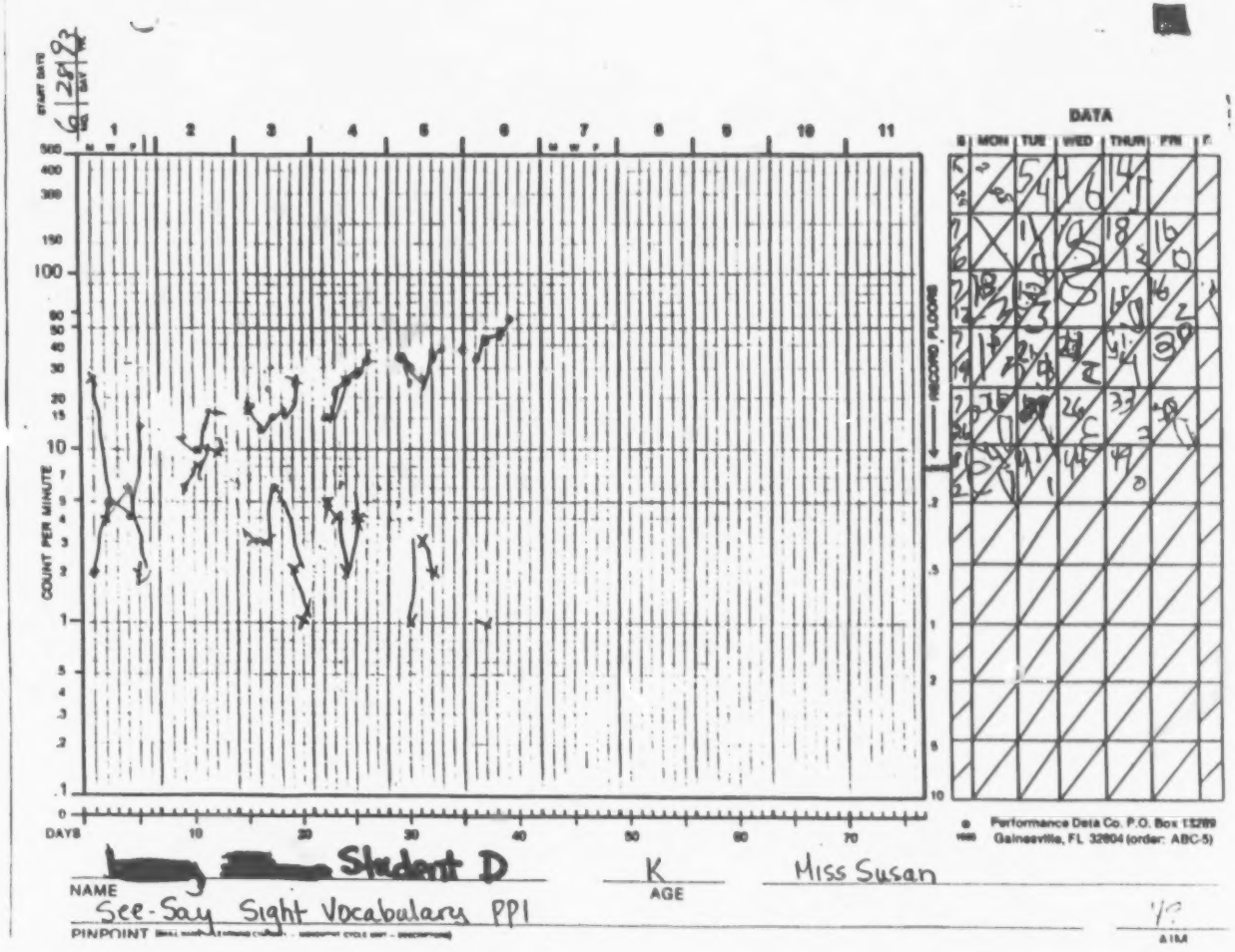
Appendix R: Chart: Student D - Sight Vocabulary



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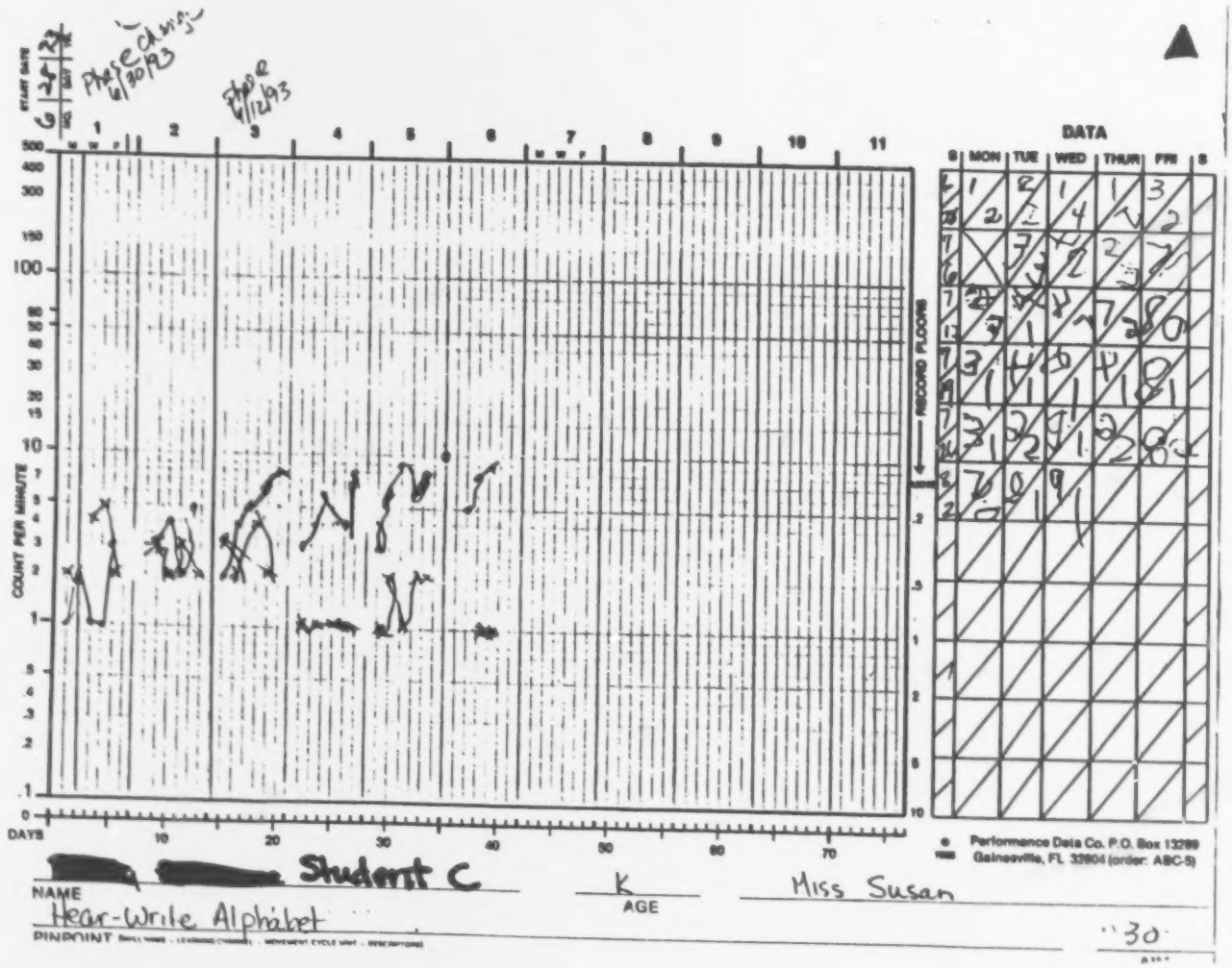
Appendix S: Chart: Student C - Handwriting

Appendix S: Chart: Student C - Handwriting



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Appendix T: Sight Vocabulary Results

Appendix J: Sight Vocabulary Results

Sight Vocabulary

NAME	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	BEGINING PERFOMANCE #ERROR	ENDING PERFORMANCE # CORRECT	ENDING PERFORMANCE # ERROR
Student A	60-80 words	5	12	48	0
Student B	60-80 words	7	6	35	4
Student C	60-80 words	3	17	37	0
Student D	60-80 words	2	28	49	0

* All scores are based on 1 minute samples of performance.

Appendix U: Phonic Analysis Results

Appendix B: Phonic Analysis Results

Phonic Analysis

NAME	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	#ERROR	ENDING PERFORMANCE # CORRECT	# ERROR
Student A	24 words	6	12	23	0
Student B	24 words	9	1	24	0
Student C	24 words	2	4	17	1
Student D	24 words	6	6	20	2

* All scores are based on 1 minute samples of performance.

Appendix V: Handwriting Results

Appendix V: Handwriting Results

Handwriting

NAME	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	BEGINING PERFOMANCE #ERROR	ENDING PERFORMANCE # CORRECT	ENDING PERFORMANCE # ERROR
Student A	30 letters	1	3	7	3
Student B	30 letters	10	3	16	0
Student C	30 letters	1	2	9	1
Student D	30 letters	12	3	15	1

* All scores are based on 1 minute samples of performance.

Appendix W: Results: Student A

Student A

NAME OF SKILL	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	BEGINING PERFOMANCE #ERROR	ENDING PERFORMANCE # CORRECT	ENDING PERFORMANCE # ERROR
See-say Sight Words Dolch Preprimer I (7)	60-80 words	5	12	48	0
See picture-mark initial consonant	24 words	6	2	23	0
Hear-write alphabet	30 letters	1	3	7	3

* All scores are based on 1 minute samples of performance.

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Appendix X: Results: Student B

Student B

NAME OF SKILL	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	BEGINING PERFOMANCE #ERROR	ENDING PERFORMANCE # CORRECT	ENDING PERFORMANCE # ERROR
See-say Dolch Words Preprimer I (20)	60-80 words	7	6	35	4
See picture-mark initial consonant	24 words	9	1	24	0
Hear-write alphabet	30 letters	10	3	16	0

* All scores are based on 1 minute samples of performance.

Appendix Y: Results: Student C

Student C

NAME OF SKILL	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	BEGINING PERFOMANCE #ERROR	ENDING PERFORMANCE # CORRECT	ENDING PERFORMANCE # ERROR
See-say sight words Dolch Preprimer I (71)	60-80 words	3	17	37	0
See picture-mark initial consonant	24 words	2	4	17	1
Hear-write alphabet	30 letters	1	2	9	1

* All scores are based on 1 minute samples of performance.

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Appendix Z: Results: Student D

Appendix 2

Results: Student D

Student D

NAME OF SKILL	MASTERY LEVEL PER MINUTE	BEGINING PERFOMANCE # CORRECT	BEGINING PERFOMANCE #ERROR	ENDING PERFORMANCE # CORRECT	ENDING PERFORMANCE # ERROR
See-say Sight Words	60-80 Words	2	28	49	0
See picture-mark initial consonant	24 words	6	6	20	2
Hear-write alphabet	30 letters	12	3	15	1

* All scores are based on 1 minute samples of performance.

Appendix AA: Sample Recommendation

Name: Appendix 4A: Sample Teacher: d1

Address: Recommendation School:

Super Hawks Program

Phone Number: Grade Placement:

Date of Report: 8/6/93

ACADEMIC	Mastery	Making Progress	Needs Continued Remediation
Reading			
Sight Words		✓	
Initial Consonant sounds		✓	✓
Oral Reading		✓	
Language Arts			
Handwriting		✓	✓
Mathematics			
Addition (0-5)		✓	✓

BEHAVIORS	Satisfactory	Making Progress	Needs Continued Focus
Motivated to succeed		✓	
Listens and follows directions	✓		
Completes work in assigned time	✓		
Thinks and works independently	✓		

C

is a student who showed improvement in all pinpointed skills. He increased his performance in sight words, initial consonant sounds and oral reading.

handwriting skills have shown some improvement, but he continues to reverse several letters, even when copying It is recommended that he continue to practice forming his letters. enjoys math activities but needs continued reinforcement computing addition facts, 0-5. should continue to work on his math facts using flashcards and increase his oral reading skills by being introduced to new sight vocabulary.

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Appendix BB: Materials

Appendix BB

Materials

Stepboard: Stepboard, Incorporated
Bull's Eye Consonant: Trend Enterprises, Incorporated
Professor Purple: Educational Insights
Charlie: Educational Insights
Math Flash Cards: Milton Bradley Company
Letter Flash Cards: Milton Bradley Company
ABC Wipe Off Cards: Media Material